

Cycle 1	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents..
	Aug. 23 - Oct. 1, 2021	
Unit	11 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Texts as Mirrors</p> <p>Unit 1 explores students' identities as readers and writers and how they can make personal connections to texts. Students examine narrative texts, both fiction and nonfiction, and how texts serve as a mirror to reflect personal experiences. Students draft narratives as they review basic grammar rules.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>11 class periods (90-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p><u>Foundational Knowledge</u> ELA.7.1.A Listen actively to interpret a message and ask clarifying questions that build on others' ideas. ELA.7.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. ELA.7.2.B Use context such as contrast or cause and effect to clarify the meaning of words. ELA.7.3.A Adjust fluency when reading grade-level text based on the reading purpose. ELA.7.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.7.5.A Establish purpose for reading assigned and self-selected texts. ELA.7.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.7.5.C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. ELA.7.5.D Create mental images to deepen understanding. ELA.7.5.E Make connections to personal experiences, ideas in other texts, and society. ELA.7.5.F Make inferences and use evidence to support understanding. ELA.7.5.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u> ELA.7.6.A Describe personal connections to a variety of sources, including self-selected texts. ELA.7.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres. ELA.7.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.7.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.7.6.G Discuss and write about the explicit or implicit meanings of text. ELA.7.6.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u> ELA.7.7.B Analyze how characters' qualities influence events and resolution of the conflict. ELA.7.7.C Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot. ELA.7.7.D Analyze how the setting influences character and plot development.</p>

Cycle 1	27 Days Aug. 23 - Oct. 1, 2021	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents..</i>
Unit	11 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.7.8.A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories.</p> <p><u>Author’s Purpose and Craft</u> ELA.7.9.E Identify the use of literary devices, including subjective and objective point of view. ELA.7.9.F Analyze how the author’s use of language contributes to the mood, voice, and tone.</p> <p><u>Composition</u> ELA.7.10.A Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. ELA.7.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELA.7.10.D.ii Edit drafts using standard English conventions, including for consistent, appropriate use of verb tenses. ELA.7.10.D.v Edit drafts using standard English conventions, including for pronoun-antecedent agreement. ELA.7.10.D.vii Edit drafts using standard English conventions, including correct capitalization. ELA.7.10.D.ix Edit drafts using standard English conventions, including correct spelling, including commonly confused terms such as its/it’s, affect/effect, there/their/they’re, and to/two/too. ELA.7.11.A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 2	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Texts as Windows</p> <p>Unit 2 explores the idea of texts as windows into the experiences of others. Students examine informational texts and how authors choose to communicate ideas using details, facts, graphical components, and organizational patterns. Students craft expository essays that explain an element of their culture, heritage, or family histories for an audience.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>10 class periods (90-min. each)</p> <p>Teacher Service Day (no students) Oct. 4</p>	<p><u>Foundational Knowledge</u> ELA.7.1.D Engage in meaningful discourse and provide and accept constructive feedback from others. ELA.7.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. ELA.7.2.B Use context such as contrast or cause and effect to clarify the meaning of words. ELA.7.2.C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. ELA.7.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.7.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.7.5.E Make connections to personal experiences, ideas in other texts, and society. ELA.7.5.F Make inferences and use evidence to support understanding. ELA.7.5.G Evaluate details read to determine key ideas. ELA.7.5.H Synthesize information to create new understanding.</p> <p><u>Response Skills</u> ELA.7.6.A Describe personal connections to a variety of sources, including self-selected texts. ELA.7.6.C Use text evidence to support an appropriate response. ELA.7.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.7.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.7.6.G Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u> ELA.7.8.D.i Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence. ELA.7.8.D.ii Analyze characteristics and structural elements of informational text, including features such as references or acknowledgements. ELA.7.8.D.iii Analyze characteristics and structural elements of informational text, including organizational patterns that support multiple topics, categories, and subcategories.</p>

Cycle 2	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit	10 Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p><u>Author's Purpose and Craft</u> ELA.7.9.A Explain the author's purpose and message within a text. ELA.7.9.B Analyze how the use of text structure contributes to the author's purpose. ELA.7.9.C Analyze the author's use of print and graphic features to achieve specific purposes. ELA.7.9.G Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.</p> <p><u>Composition</u> ELA.7.10.A Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. ELA.7.10.B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion. ELA.7.10.B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts, details, and examples. ELA.7.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELA.7.10.D.i Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. ELA.7.10.D.iii Edit drafts using standard English conventions, including conjunctive adverbs. ELA.7.10.D.viii Edit drafts using standard English conventions, including punctuation, including commas to set off words, phrases, and clauses, and semicolons. ELA.7.10.E Publish written work for appropriate audiences. ELA.7.11.B Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</p> <p><u>Inquiry and Research</u> ELA.7.12.A Generate student-selected and teacher-guided questions for formal and informal inquiry. ELA.7.12.D Identify and gather relevant information from a variety of sources.</p>

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Texts as Sliding Glass Doors</p> <p>Unit 3 utilizes short fiction as a means to access others' experiences. Students analyze how authors convey themes through narrative elements and stylistic choices. Students apply the writing process by crafting short stories inspired by their own experiences.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>10 class periods (90-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p>	<p><u>Foundational Knowledge</u></p> <p>ELA.7.1.C Present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p> <p>ELA.7.1.D Engage in meaningful discourse and provide and accept constructive feedback from others.</p> <p>ELA.7.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>ELA.7.2.B Use context such as contrast or cause and effect to clarify the meaning of words.</p> <p>ELA.7.2.C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.</p> <p>ELA.7.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELA.7.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELA.7.5.C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.7.5.D Create mental images to deepen understanding.</p> <p>ELA.7.5.E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.7.5.F Make inferences and use evidence to support understanding.</p> <p>ELA.7.5.H Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p>ELA.7.6.A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELA.7.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>ELA.7.6.C Use text evidence to support an appropriate response.</p> <p>ELA.7.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.7.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.7.6.G Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u></p> <p>ELA.7.7.A Infer multiple themes within and across texts using text evidence.</p> <p>ELA.7.7.B Analyze how characters' qualities influence events and resolution of the conflict.</p> <p>ELA.7.7.C Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot.</p> <p>ELA.7.7.D Analyze how the setting influences character and plot development.</p>

Cycle 3	30 Days	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.7.8.A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction.</p> <p><u>Author's Purpose and Craft</u> ELA.7.9.A Explain the author's purpose and message within a text. ELA.7.9.D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. ELA.7.9.E Identify the use of literary devices, including subjective and objective point of view. ELA.7.9.F Analyze how the author's use of language contributes to mood, voice, and tone.</p> <p><u>Composition</u> ELA.7.10.A Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. ELA.7.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELA.7.10.D.iv Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement. ELA.7.10.D.vi Edit drafts using standard English conventions, including punctuation, including subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor. ELA.7.10.E Publish written work for appropriate audiences. ELA.7.11.A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><u>Inquiry and Research</u> ELA.7.12.A Generate student-selected and teacher-guided questions for formal and informal inquiry.</p>

Cycle 4	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
Unit	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Lights!</p> <p>Unit 4 features drama and poetry and explores how each of these genres spotlights emotions and moments in time. Students analyze how authors create meaning and convey mood through the use of dramatic conventions, poetic techniques, and fictional elements. Students compose original poems or plays/screenplays focusing on author’s craft moves like sentence structure, word choice, and figurative language.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>14 class periods (90-min. each)</p> <p><i>Teacher Service Day/Presidents’ Day</i> (no students) Feb. 21</p>	<p><u>Foundational Knowledge</u> ELA.7.1.C Present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. ELA.7.2.B Use context such as contrast or cause and effect to clarify the meaning of words. ELA.7.2.C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. ELA.7.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.7.5.E Make connections to personal experiences, ideas in other texts, and society. ELA.7.5.F Make inferences and use evidence to support understanding. ELA.7.5.H Synthesize information to create new understanding.</p> <p><u>Response Skills</u> ELA.7.6.A Describe personal connections to a variety of sources, including self-selected texts. ELA.7.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres. ELA.7.6.C Use text evidence to support an appropriate response. ELA.7.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.7.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.7.6.G Discuss and write about the explicit or implicit meanings of text. ELA.7.6.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u> ELA.7.7.A Infer multiple themes within and across texts using text evidence. ELA.7.7.B Analyze how characters’ qualities influence events and resolution of the conflict. ELA.7.7.C Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot. ELA.7.7.D Analyze how the setting influences character and plot development. ELA.7.8.B Analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms. ELA.7.8.C Analyze how playwrights develop characters through dialogue and staging.</p>

Cycle 4	27 Days	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	14 Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p><u>Author’s Purpose and Craft</u> ELA.7.9.A Explain the author's purpose and message within a text. ELA.7.9.D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. ELA.7.9.F Analyze how the author's use of language contributes to mood, voice, and tone.</p> <p><u>Composition</u> ELA.7.10.A Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. ELA.7.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELA.7.10.D.vi Edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor. ELA.7.10.E Publish written work for appropriate audiences. ELA.7.11.A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><u>Inquiry and Research</u> ELA.7.12.A Generate student-selected and teacher-guided questions for formal and informal inquiry.</p>

Cycle 5	33 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
Unit	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Camera!</p> <p>Unit 5 explores how authors use details to help readers focus on central points in informational and argumentative texts. Students consider how authors use various genres to communicate their messages and points of view. Students synthesize their learning about author's craft to write expository essays and letters.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>12 class periods (90-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p><u>Foundational Knowledge</u></p> <p>ELA.7.1.A Listen actively to interpret a message and ask clarifying questions that build on others' ideas.</p> <p>ELA.7.1.B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>ELA.7.1.D Engage in meaningful discourse and provide and accept constructive feedback from others.</p> <p>ELA.7.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>ELA.7.2.B Use context such as contrast or cause and effect to clarify the meaning of words.</p> <p>ELA.7.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELA.7.5.A Establish purpose for reading assigned and self-selected texts.</p> <p>ELA.7.5.E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.7.5.F Make inferences and use evidence to support understanding.</p> <p>ELA.7.5.G Evaluate details read to determine key ideas.</p> <p>ELA.7.5.H Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p>ELA.7.6.A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELA.7.6.C Use text evidence to support an appropriate response.</p> <p>ELA.7.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.7.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.7.6.F Respond using newly acquired vocabulary as appropriate.</p> <p>ELA.7.6.G Discuss and write about the explicit or implicit meanings of text.</p> <p>ELA.7.6.I Reflect on and adjust responses as new evidence is presented.</p> <p><u>Multiple Genres</u></p> <p>ELA.7.8.D.i Analyze characteristics and structures of informational text, including the controlling idea or thesis with supporting evidence.</p> <p>ELA.7.8.D.iii Analyze characteristics and structures of informational text, including the organizational patterns that support multiple topics, categories, and subcategories.</p> <p>ELA.7.8.E.i Analyze characteristics and structures of argumentative text by identifying the claim.</p> <p>ELA.7.8.E.ii Analyze characteristics and structures of argumentative text by explaining how the author uses various types of evidence and consideration of alternatives to support the argument.</p>

Cycle 5	33 Days	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Feb. 28 - Apr. 22, 2022	
Unit	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.7.8.E.iii Analyze characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELA.7.9.A Explain the author's purpose and message within a text.</p> <p>ELA.7.9.B Analyze how the use of text structure contributes to the author's purpose.</p> <p>ELA.7.9.C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>ELA.7.9.G Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.</p> <p><u>Composition</u></p> <p>ELA.7.10.A Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p>ELA.7.10.B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p>ELA.7.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p>ELA.7.10.E Publish written work for appropriate audiences.</p> <p>ELA.7.11.B Compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</p> <p>ELA.7.11.C Compose multi- paragraph argumentative texts using genre characteristics and craft.</p> <p>ELA.7.11.D Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> <p><u>Inquiry and Research</u></p> <p>ELA.7.12.A Generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p>ELA.7.12.H.i Examine sources for reliability, credibility, and bias.</p> <p>ELA.7.12.H.ii Examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: Action!</p> <p>Unit 6 involves investigative research on a career field with a goal of selecting a high school for the following school year. Students utilize research strategies and deliver multimedia presentations to share their learning with peers. This unit also contains a review of STAAR-tested standards in preparation for the reading portion of the test.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>14 class periods (90-min. each)</p> <p><i>Memorial Day</i> <i>May 30</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i></p>	<p><u>Foundational Knowledge</u> ELA.7.1.D engage in meaningful discourse and provide and accept constructive feedback from others. ELA.7.2.B Use context such as contrast or cause and effect to clarify the meaning of words. ELA.7.2.C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. ELA.7.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.7.5.A Establish purpose for reading assigned and self-selected texts. ELA.7.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.7.5.E Make connections to personal experiences, ideas in other texts, and society. ELA.7.5.F Make inferences and use evidence to support understanding. ELA.7.5.G Evaluate details read to determine key ideas. ELA.7.5.H Synthesize information to create new understanding.</p> <p><u>Response Skills</u> ELA.7.6.A Describe personal connections to a variety of sources, including self-selected texts. ELA.7.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.7.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.7.6.F Respond using newly acquired vocabulary as appropriate. ELA.7.6.G Discuss and write about the explicit or implicit meanings of text. ELA.7.6.I Reflect on and adjust responses as new evidence is presented.</p> <p><u>Multiple Genres</u> ELA.7.7.B Analyze how characters' qualities influence events and resolution of the conflict. ELA.7.7.D Analyze how the setting influences character and plot development. ELA.7.8.B Analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms. ELA.7.8.C Analyze how playwrights develop characters through dialogue and staging. ELA.7.8.D.i Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence. ELA.7.8.D.ii Analyze characteristics and structural elements of informational text, including features such as references or acknowledgements.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.7.8.D.iii Analyze characteristics and structural elements of informational text, including organizational patterns that support multiple topics, categories, and subcategories.</p> <p>ELA.7.8.F Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELA.7.9.A Explain the author's purpose and message within a text.</p> <p>ELA.7.9.B Analyze how the use of text structure contributes to the author's purpose.</p> <p>ELA.7.9.C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>ELA.7.9.D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p> <p>ELA.7.9.E Identify the use of literary devices, including subjective and objective point of view.</p> <p>ELA.7.9.F Analyze how the author's use of language contributes to mood, voice, and tone.</p> <p><u>Composition</u></p> <p>ELA.7.10.A Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p>ELA.7.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p>ELA.7.10.E Publish written work for appropriate audiences.</p> <p>ELA.7.11.B Compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p> <p>ELA.7.12.B Develop and revise a plan.</p> <p>ELA.7.12.C Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p>ELA.7.12.D Identify and gather relevant information from a variety of sources.</p> <p>ELA.7.12.E Differentiate between primary and secondary sources.</p> <p>ELA.7.12.F Synthesize information from a variety of sources.</p> <p>ELA.7.12.G Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>ELA.7.12.I Display academic citations and use source materials ethically.</p> <p>ELA.7.12.J Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>